

**DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAMS
Platte-Geddes School District
Accountability Review - Monitoring Report 2011-2012**

Team Members: Donna Huber, Team Leader, Angela Boddicker, Joan Ray, Diane Reyelts and Lori Wehlander, Team Members

Dates of On Site Visit: March 7, 2012

Date of Report: March 27, 2012

All non-compliance must be corrected within 1 year of this report date.

Date Closed: (The team leader will insert the date the district verified/met all compliance issues and forward report to SEP)

Program monitoring and evaluation.

In conjunction with its general supervisory responsibility under the Individuals with Disabilities Education Act, Part B, Special Education Programs (SEP) of the Office of Educational Services and Support shall monitor agencies, institutions, and organizations responsible for carrying out special education programs in the state, including any obligations imposed on those agencies, institutions, and organizations. The department shall ensure:

- (1) That the requirements of this article are carried out;
- (2) That each educational program for children with disabilities administered within the state, including each program administered by any other state or local agency, but not including elementary schools and secondary schools for Native American children operated or funded by the Secretary of the Interior:
 - (a) Is under the general supervision of the persons responsible for educational programs for children with disabilities in the department; and
 - (b) Meets the educational standards of the state education agency, including the requirements of this article; and
- (3) In carrying out this article with respect to homeless children, the requirements of the McKinney-Vento Homeless Assistance Act, as amended to January 1, 2007, are met. (Reference- ARSD 24:05:20:18.)

State monitoring--Quantifiable indicators and priority areas.

The department shall monitor school districts using quantifiable indicators in each of the following priority areas, and using such qualitative indicators as are needed to adequately measure performance in those areas:

- (1) Provision of Free Appropriate Public Education (FAPE) in the least restrictive environment;
 - (2) Department exercise of general supervision, including child find, effective monitoring, the use of resolution meetings, mediation, and a system of transition services as defined in this article and article 24:14; and
 - (3) Disproportionate representation of racial and ethnic groups in special education and related services, to the extent the representation is the result of inappropriate identification. (Reference-ARSD 24:05:20:18:02.)
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State enforcement -- Determinations.

On an annual basis, based on local district performance data, information obtained through monitoring visits, and other information available, the department shall determine whether each school district meets the requirements and purposes of Part B of the IDEA...

Based upon the information obtained through monitoring visits, and any other public information made available, Special Education Programs of the Office of Educational Services and Support determines if the agency, institution, or organization responsible for carrying out special education programs in the state:

- Meets the requirements and purposes of Part B of the Act;
- Needs assistance in implementing the requirements of Part B of the Act'
- Needs intervention in implementing the requirements of Part B of the Act; or
- Needs substantial intervention in implementing the requirements of Part B of the Act. (Reference-ARSD 24:05:20:23.04.)

Deficiency correction procedures.

The department shall require local education agencies to correct deficiencies in program operations that are identified through monitoring as soon as possible, but not later than one year from written identification of the deficiency. The department shall order agencies to take corrective actions and to submit a plan for achieving and documenting full compliance. (Reference-ARSD 24:05:20:20.)

GENERAL SUPERVISION / STATE PERFORMANCE PLAN COMPLIANCE INDICATOR

ARSD:24:05:25:04. Evaluation procedures -- General. School districts shall ensure, at a minimum, that evaluation procedures include the following:

- (5) A variety of assessment tools and strategies are used to gather relevant functional, developmental, and academic information about the child, including information provided by the parents, that may assist in determining:
- (a) Whether the child is a child with a disability; and
 - (b) The content of the child's IEP, including information related to enabling the child:

ARSD: 24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include:

- (4) An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in activities described in this section;

ARSD24:05:27:01.02. Development, review, and revision of individualized education program. In developing, reviewing, and revising each student's individualized education program, the team shall consider the strengths of the student and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the student, the academic, developmental, and functional needs of the student. The individualized education program team also shall:

- (1) In the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports and other strategies to address that behavior;

ARSD24:05:25:12. Documentation of eligibility for specific learning disabilities. For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall contain a statement of:

- (1) Whether the child has a specific learning disability;
- (2) The basis for making the determination, including an assurance that the determination has been made in accordance with this section;

Corrective Action:

<p>Prong 1: The district did not conduct a sufficiently comprehensive evaluation for 2 students to support the need for special education.</p> <p>The district did not adequately complete the eligibility document for 2 students.</p> <p>The district did not adequately address all content areas of the IEP for 3 students.</p>
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Student:	Required Action:	Data To Be Submitted:
Student File 6:		

<ul style="list-style-type: none"> The evaluation team completed the standardized evaluations which supported the disability category, but the evaluation team did not have medical documentation to support 555, nor did the school psychologist make the diagnosis of such. There was also no evidence of skill based assessment to support the need for a specially designed program. During the process of determining eligibility, the team did not adequately complete the eligibility document, which was required because the student's standardized evaluation results supported both disability categories of 525 and 555. 	<p>Platte-Geddes School will need to obtain the diagnosis of a chronic or acute health problem to support the disability category of 555.</p> <p>The district will also need to conduct a skill based assessment in each area of eligibility.</p> <p>At which time the diagnosis of a chronic or acute health problem is obtained and the skill based is completed the district will need to revisit the eligibility process and amend the student's current IEP if the team determines it necessary.</p>	<p>The district will need to submit the following:</p> <ol style="list-style-type: none"> 1)The diagnosis of a chronic or acute health problem 2)PN Consent to conduct skill based assessment 3)A copy of the skill based report 4)PN for the meeting to address <ol style="list-style-type: none"> a. eligibility (rule out 525) b. Amend the IEP if team determines it necessary 5) Copy of the eligibility document 6)Copy of the amended IEP
<p>Student File 13:</p> <ul style="list-style-type: none"> The evaluation team completed the standardized evaluations which supported the disability category of 555, but there was no evidence of skill based assessment to support the need for a specially designed program. During the IEP process, the IEP team did not address all areas of the IEP correctly. The team did not adequately address what educational needs the student has that resulted in the student being removed from his peers (justification statement). 	<p>The district will need to conduct a skill based assessment in each area of eligibility.</p> <p>At which time the skill based is completed the district will need to revisit the eligibility process and amend the student's current IEP.</p>	<p>The district will need to submit the following:</p> <ol style="list-style-type: none"> 1)PN Consent to conduct a skill based assessment 2) A copy of the skill based report 3) PN for the meeting to amend the IEP 4) Copy of the eligibility document 5)Copy of the amended IEP
<p>Student File 3:</p> <ul style="list-style-type: none"> This student was evaluated for the suspected disabilities of 525 and 505 and met the eligibility for both disability categories. But during the eligibility process, the IEP team did not rule out the disability of 525 by following the eligibility process. When developing the IEP, the team did not adequately address two areas of the IEP: 1) "Does the student's classroom behavior impede his/her learning or that of 	<p>The district will need to revisit the eligibility process and complete all areas of the eligibility document required to rule in or out the disability category of 525.</p> <p>The district will need to amend the student's IEP to adequately address all areas of the IEP.</p>	<p>The district will submit the following:</p> <ol style="list-style-type: none"> 1) PN for the meeting to determine eligibility and amend the IEP 2) Copy of the eligibility document 3) Copy of the amended IEP

others” under the Special Considerations of the IEP and 2) what educational needs the student has that resulted in the student being removed from his peers (justification statement).		
Student File 5: <ul style="list-style-type: none"> Evaluation supported the disability categories of 525 and 565, but during the process of determining eligibility, the team did not rule out 525. While developing the IEP for this student who was eligible under the disability category of 565, the IEP team did not address all areas of the IEP. They did not address “Does the student’s behavior impede his/her learning or that of others” under the Special Considerations portion of the IEP. Because this student did exhibit behaviors that were documented in the Present Level of Academic Achievement and Functional Performance page, the team needed to address this portion of the IEP 	<p>The district will need to revisit the eligibility process and complete all areas of the eligibility document required to rule in or out the disability category of 525.</p> <p>The district will need to amend the student’s IEP to adequately all areas of the IEP.</p>	<p>The district will need to submit the following:</p> <ol style="list-style-type: none"> 1)PN for the meeting to address the Eligibility document and amend the IEP 2) Copy of the eligibility document 3)Copy of the amended IEP
Timeline for Completion: 45 calendars day from the report date listed above.		

<u>Prong 2:</u> Correctly implement the specific regulatory requirements (i.e. achieved 100% compliance), based on the SEA’s review of <u>updated data</u>.
Required Action: <ul style="list-style-type: none"> The district will ensure skill based assessments are completed in the student’s areas of disabilities. The district will ensure the district has documentation of a chronic or acute health problem prior to determining a student to be eligible under the disability category of 555. The district will adequately address all areas of the eligibility document. The district will adequately address all areas of the IEP, especially the “Special Considerations page” and “The least Restrictive page-justification for placement”. <p>The district will receive technical assistance regarding these issues. The training date, provider and participants will be documented and submitted to the team leader in support of verifying correction through updated data.</p>
Data To Be Submitted: Each of the Platte-Geddes School District teachers, including the speech therapist will submit the following for 1 student:

1. The prior notice/consent for evaluation
2. Copies of all the evaluation reports including skill based assessment
3. Copy of the prior notice for the eligibility/IEP meeting
4. Copy of the eligibility document and;
5. Copy of the IEP

Target Date for Completion: December 20, 2012

Date - Status Report:

State Performance Plan – Performance Indicators

Indicator 3 – Participation/Performance on Assessment

Math:

B -Participation rate for children with IEP's in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

State Target: 99.2%

District %: 96.77%

District Response: *Platte-Geddes School District continues to focus on meeting the student's individual needs in the Least Restrictive Environment through the IEP process, while ensuring the student has the best opportunity to learn.*

Indicator 5 – Placement of Children Age 6-21

Percent of children with IEPs aged 6 through 21:

- A. inside the regular class 80% or more of the day inside the regular class 80% or more of the day;
- B. inside the regular class less than 40% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

State Target: 65%

District Rate: 86.67 %:

District Response: *Platte-Geddes School District achieves a higher than state target in the area of Least Restrictive Environment for students ages 6-21 through the IEP process. Focus is on using technology and other factors in helping this rate in a positive direction.*